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ABSTRACT

Kentucky is one of 27 states selected to participate in Carnegie's grant-sponsored Middle Grade Schools State Policy Initiative. This publication offers a blueprint for change in Kentucky's middle grades. Data were collected through surveys of: (1) a total of 214 administrators, 909 teachers, 878 parents, and 1,047 students at 228 Kentucky schools; (2) 254 human-resource agency personnel; (3) 16 higher education institutions that offer middle-grade certification; (4) 190 businesses; and (5) 54 court-designated workers and 57 district judges. Sections of this document highlight each recommendation made by the Carnegie Corporations's 1989 report "Turning Points," states the link to the Kentucky Education Reform Act (KERA), analyzes the current status of Kentucky's middle-grade practices, and suggests strategies to align middle-grade education with each recommendation. The eight "Turning Point" recommendations include: create small communities for learning; teach a core academic program; ensure success for all students; empower teachers and administrators; staff middle-grade schools with specially selected and educated teachers; establish a health-promoting environment; re-engage families; and connect schools with communities. Appendices contain survey data, middle-level practices by school organization, professional-development data, a list of higher education institutions in Kentucky that offer middle-grade certification, safe-school environment data, and a glossary. (LMI)

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"MIDDLE"MORPHOSIS

Kentucky's Plan for Young Adolescents

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"MIDDLE"MORPHOSIS

Kentucky's Plan for Young Adolescents

Funded by the Carnegie Corporation of New York
Middle Grade Schools State Policy Initiative

Thomas C. Boysen, Commissioner of Education
Stephen A. Henderson, Project Director
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Turning Points: Preparing American Youth for the 21st Century (1989) was prepared by the Carnegie Council on Adolescent Development. The Carnegie Council is a program of the Carnegie Corporation of New York.

Kentucky Department of Education December, 1991

KENTUCKY DEPARTMENT OF EDUCATION
CAPITAL PLAZA TOWER • 500 MERO STREET • FRANKFORT, KENTUCKY 40601
Thomas C. Boysen, Commissioner

Colorful, regal butterflies capture our attention, causing us to marvel at the wonders of nature. This conversion of caterpillars to butterflies is accomplished through the scientific process of metamorphosis.

Early adolescence represents a similar transformation in the lives of young people, ages 10-15. The cognitive, physical, social, and emotional changes occurring during these years can enhance or deter their future. Like the developing butterfly, young adolescents will grow and change.

"MIDDLE"MORPHOSIS can guide schools, families, and communities in providing supportive services. Using the current knowledge about Kentucky's middle grade schools, it challenges state and local policymakers to implement the recommendations of the Kentucky Education Reform Act and Turning Points: Preparing American Youth for the 21st Century. Working collaboratively and cooperatively, we can ensure that young adolescents are prepared not only for high school, but also for adulthood.

Just as butterflies once required the protection of the cocoon to develop, young adolescents need nurturing, caring environments from their schools, families, and communities. This support will enable young adults to reach their personal "turning points" equipped with skills for flight.

Thomas C. Boysen
Commissioner of Education

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PREFACE

Turning Points: Preparing American Youth for the 21st Century, published in 1989 by the Carnegie Corporation of New York, has sparked a national focus on middle grade education. As a follow up to the report and in an attempt to initiate changes in policies impacting young adolescents, Carnegie offered grants to states through its Middle Grade Schools State Policy Initiative. Kentucky was one of 27 states to be selected to participate. Kentucky's project had the following objectives:

- Increase state awareness of Turning Points' recommendations
- Communicate and collaborate with agencies providing services to young adolescents
- Survey the current status of middle grade services
- Ascertain the public's priorities for middle grade education
- Develop Kentucky's plan for young adolescents

The publication and dissemination of this document fulfill the final objective of the project. **"Middle"Morphosis** contains information on services provided to the state's 10-15 year old students. Statistics from the surveys and input gathered at public meetings were used to prepare Kentucky's plan.

Kentucky Middle Grade Schools State Policy Initiative

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INTRODUCTION

"Middle"Morphosis presents state policyholders and agencies serving young adolescents a blueprint for change in Kentucky's middle grades. The document highlights each recommendation of Turning Points, states the link to the Kentucky Education Reform Act (KERA), analyzes the current status of Kentucky's middle level practices, and suggests strategies to align middle grade education with each recommendation.

The strategies are primarily written to assist individual schools or local districts in their alignment efforts. An exception is recommendation 5 which also includes suggestions for higher education institutions. The strategies are ideas generated by the grant's steering committee and should not be interpreted as the only means of achieving a recommendation. The "Policy Recommendations" call for actions which recognize and support middle grade education in Kentucky.

Middle grade students, ages 10-15, have unique characteristics and needs that necessitate a distinct educational program. A commitment by all agencies impacting young adolescents is required for the implementation of such an educational program.

POLICY RECOMMENDATIONS

- **The Kentucky General Assembly, state and local boards of education, and the Department of Education** should formally recognize middle grade education as a separate and distinct level of schooling. The unique intellectual, physical, social, and emotional needs of young adolescents should be reflected in all policies, programs, staffing allotments, reports, and committees.

- **The General Assembly** should lower the student/teacher ratio for grades 5-8. In order to meet young adolescents' developmental needs, limits should be placed on the total number of students seen daily by a teacher.

- **The General Assembly** should fund a health professional for each middle grade school without a Family Resource and Youth Service Center. This position should provide health services and counseling on developmental changes.

- **The Department of Education** should establish staff positions whose sole responsibilities are coordinating middle grade policies and providing technical assistance to local districts, schools, and other governmental agencies. These individuals must have extensive experience with young adolescent students.

- **The Department of Education** should provide professional development programs for administrators of schools which house young adolescents. These programs should address the characteristics and needs of these young people and the resulting implications for school organization and programs.

- **The Department of Education** should develop and make available a middle grade evaluation tool that reflects the **Kentucky Education Reform Act (KERA)** and the recommendations of **Turning Points.**

- **The Professional Standards Board** should reinstate endorsement programs provided by local districts for school personnel who wish to extend their certification to include all middle grades.

- **The Professional Standards Board** should reconsider current certification guidelines which permit teachers and administrators to work in the middle grades without specific training on the needs and characteristics of young adolescents.

- **The Professional Standards Board** should recognize the identity of middle grade education as an integral, distinct part of Kentucky's tri-level certification by maintaining certification policies for all teachers in grades 5-8 and by including middle level representation on the board.

- **The Cabinet for Human Resources, the Administrative Office of the Courts, and the Department of Education** should develop a joint five-year plan to address the physical, mental health and social service needs of middle grade students. This plan should articulate strategies for coordinating existing services and for developing and implementing new services.

- **Local school districts** should develop a written middle grade plan to guide individual schools. This plan should include the following:
  —a statement of rationale for including the designated grades
  —a plan for professional development based on a needs analysis
  —a statement to guide the development of curricular and extra-curricular programs.

Recommendation 1:

Create small communities for learning

WHAT TURNING POINTS SAYS:

"Create small communities for learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth. The key elements of these communities are schools-within-schools or houses, students and teachers grouped together as teams, and small group advisories that ensure that every student is known well by at least one adult." (Executive Summary, page 3)

"The student should, upon entering middle grade school, join a small community in which people—students and adults—get to know each other well to create a climate for intellectual development. Students should feel that they are part of a community of shared educational purpose.

"Every student must be able to rely on a small, caring group of adults who work closely with each other to provide coordinated, meaningful, and challenging educational experiences. In turn, teachers must have the opportunity to get to know every one of their students well enough to understand and teach them as individuals. Every student must have the opportunity to know a variety of peers, some of them well.

"Finally, every student needs at least one thoughtful adult who has the time and takes the trouble to talk with the student about academic matters, personal problems, and the importance of performing well in middle grade school." (Turning Points, page 37)

THE LINK WITH *KERA:*

Goals for Kentucky Schools

Goal 3: Develop student's ability to become a self-sufficient individual.

Goal 4: Develop student's ability to become a responsible member of a family, work group, or a community.

Goal 6: Develop student's ability to connect and integrate experiences and new knowledge from all subject matter fields with what he/she already has learned (life-long learning skills).

Capacities for Kentucky Students

Capacity 4: Sufficient self-knowledge and knowledge of his/her mental and physical wellness

KENTUCKY'S STATUS:

Schools serving young adolescents are characterized by a wide variety of grade organizational patterns. The number of schools bearing the name middle school in the state has increased by 100 in the past 13 years; however, the survey responses indicate that many of the schools are not implementing the recommended practices associated with middle grade education. Schools organized with grades 6-8 show a tendency for more implementation of these practices. (Appendix B)

• 33.7% of the teachers and 38.8% of the administrators indicated interdisciplinary team organization.

• 32.4% of the teaching teams had common planning time during the school day.

• 15.6% of the teaching teams met to plan daily and 17.1% met weekly.

• 33.6% of the administrators listed having teacher-based advisory programs, but only 22.7% met daily or weekly. Less than 18% used all teachers as advisors.

• 64.5% of the teachers and 76.2% of the administrators desired professional development in interdisciplinary teaming.

• 62.0% of the teachers and 75.2% of the administrators desired professional development in teacher-based advisory programs.

SUGGESTED STRATEGIES:

Implement team organization.
—Build teams who share students, schedule, and an area within the building.
—Establish daily planning time which allows for team and individual planning.
—Encourage team autonomy for decision making on student and curriculum expectations.
—Incorporate special area and exploratory teachers into the interdisciplinary teams.

Build team identity through team names, banners, logos, t-shirts, etc.

Establish a teacher-based advisory program that addresses the needs of young adolescents.
—Focus the program on building mentoring relationships through activities, e.g., silent reading, intramurals, affective education activities, conferencing, peer tutoring.
—Involve all students and certified staff in advisory groups.

—Schedule regular and frequent meeting times.
—Evaluate program effectiveness on a continual basis and make modifications as needed.

Precede implementation of team organization and teacher-based advisory programs with professional development for all teachers and administrators.
—Provide opportunities to attend state and national conferences and institutes with sessions which specifically relate to interdisciplinary teaming and teacher-based advisory programs.
—Develop district professional development focusing on interdisciplinary teams and teacher-based advisory programs.

Join and participate in middle grade associations. (Refer to page 10)

Read publications relating to middle grade issues. (Refer to page 11)

Visit schools with exemplary teaching teams and teacher-based guidance programs. (Refer to page 13)

Establish a collaborative relationship with another middle grade school.

Utilize an assessment instrument to determine the status of the school's middle level practices and needs. Provide follow-up professional development activities to meet the school's identified needs.

Establish a school leadership council which includes academic and exploratory team leaders, administrators, counselor, and librarian.

Establish formal communication networks among teams, the administration, and parents.

Notes/Comments: _____

_____

Notes/Comments _____

Middle Grade Associations

National Middle School Association (NMSA)
4807 Evanswood Drive
Columbus, Ohio 43229-6292
Telephone: 614-848-8211

Kentucky Middle School Association (KMSA)
P.O. Box 3062
Frankfort, Kentucky 40603

National Association of Secondary School Principals (NASSP)
1904 Association Drive
Reston, Virginia 22091
Telephone: 703-860-0220
(This association has a strong middle grade component.)

Other Resources

Center of Education for the Young Adolescent
Room 128A Doudna Hall
University of Wisconsin-Platteville
Platteville, Wisconsin 53818-3099
Telephone: 608-342-1276

National Resource Center for Middle Grades Education
University of South Florida - EDU 115
College of Education
Tampa, Florida 33620
Telephone: 813-974-2530

The Center for Early Adolescence
Suite 223, Carr Mill Mall
Carrboro, North Carolina 27510
Telephone: 919-966-1148

Middle Grade Publications

MIDDLE SCHOOL JOURNAL

This journal focuses on all aspects of middle level education including curriculum, organizational issues, current trends, and research. All members of NMSA receive the journal as a membership benefit (published five times per year).

Contact: National Middle School Association
4807 Evanswood Drive
Columbus, OH 43229-6292
Telephone: 614-848-8211
Cost: $25.00 per year

OASIS

This magazine is designed to serve middle grade teachers. Each issue is packed with helpful classroom suggestions, reproducible hand-outs, and ready-made activities (published five times per year).

Contact: Good Apple, Inc.
P.O. Box 299
Carthage, IL 62321
Telephone: 217-357-3981
Cost: $21.95 per year

THE JOURNAL OF EARLY ADOLESCENCE

This journal publishes research studies dealing with the social and psychological aspects of early adolescence. Although geared more to higher education, it includes many articles that are of interest to the middle level practitioner (published quarterly).

Contact: Sage Publications, Inc.
P.O. Box 5084
Newbury Park, CA 91359
Telephone: 612-297-6452
Cost: $31.50 per year

THE IN-BETWEEN YEARS

This newsletter is published for parents and care givers of 10-14 year olds. It provides timely information about education, health, family ties, sports, and other topics of interest (published quarterly).

Contact: The In-Between Years
P.O. Box 575
Orono, ME 04473
Cost: $19.95 per year

MID SPORTS

This national newsletter is designed to promote intramurals and activities designed to develop self-esteem, confidence, responsibility, and discipline (published bi-monthly).

Contact: Mid Sports
P.O. Box 207
Pittsburg, KS 66762
Telephone: 316-231-2740

Several state middle level associations publish journals. To obtain more information contact the National Middle School Association (614-848-8211). The Kentucky Middle School Association is resuming publication of a journal in the winter of 1991.

School Visitation Questions

General Information:

Name of School _____

Address _____

Description of student population _____

_____

Contact Person _____ Principal's Name _____

Grades _____ Enrollment _____

Number of Staff _____ Teaching Periods Per Day _____

1. Is your school organized into interdisciplinary teams? What are the advantages and disadvantages?

2. How are teachers assigned to teams? Do they stay the same? Do teachers have input on hiring new team members?

3. Do you have team planning time? How often? Individual planning time? How often?

4. How many teachers are on a team? How do you divide teaching responsibilities?

5. How are students assigned to teams? How are students on your team grouped? Do students stay together from year to year? Do you move students from class to class after the beginning of the year? For what reasons? Do you move students from team to team? For what reasons?

6. Who plans your teaching schedule? Who schedules your team's students?

7. Does your team have a team leader? How is the team leader selected? How often does the team leader change? What are some of the major responsibilities of a team leader?

8. How many interdisciplinary units does your team do a year? How do you choose subject matter for units? Who plans the units?

9. Does your team coordinate tests and homework assignments?

10. Do you have a teacher-based advisory program? How often do groups meet and how long? How many per group? What staff is involved?

11. Who is responsible for the coordination of the program? Do you have special materials for your advisory class?

12. Do you have department heads for subject matter? How are they chosen? How often do they meet? What are their responsibilities? How long do they serve?

13. Do you follow a set curriculum by grade and department? By textbook program? By needs of students?

14. Do the subject teachers coordinate academic programs?

15. Is writing emphasized in Language Arts? Is writing across the curriculum emphasized? How much time do you think students spend writing a week?

16. How are special classes scheduled — pull out programs or mainstreamed?

17. What are academic class sizes? What are class sizes for p.e., music, and art?

18. Do you have an exploratory and/or elective program? What classes are offered? How are they scheduled?

19. In changing to an interdisciplinary teaming organization, what suggestions do you have to make the transition easier?

20. What special advantages do you see in this type of school structure for young adolescents?

Adapted from survey in ***A Sane Transition*** *by James Garvin, 1990.*
(Distributed by the New England League of Middle Schools)

Recommendation 2:

Teach a core academic program

WHAT TURNING POINTS SAYS:

"Teach a core academic program that results in students who are literate, including in the sciences, and who know how to think critically, lead a healthy life, behave ethically, and assume the responsibilities of citizenship in a pluralistic society. Youth service to promote values for citizenship is an essential part of the core academic program." (Executive Summary, page 3)

"Every middle grade school should offer a core academic program and should expect every student to complete that program successfully. . . .

"A primary goal in choosing curricula and teaching methods in the middle grades should be the disciplining of young adolescents' minds, that is, their capacity for active, engaged thinking. . . .

"In the core curriculum of the transformed middle grade school, the student confronts themes, which are clusters of subjects, and learns to inquire, associate, and synthesize across subjects. The student learns to reason even while absorbing basic information about the subject matter. This approach clearly requires that the current emphasis on coverage of a large quantity of information must yield to an emphasis on depth or quality of the student's understanding. . . .

"Developing a discipline of mind requires a radical departure from traditional classroom instruction. Above all, it requires a shift in long-held

beliefs that the role of teachers is to transmit knowledge to students. . . .

"Far greater reliance will be placed on learning techniques that allow students to participate actively in discovering and creating new solutions to problems. . . .

"Educators of young adolescents need to reconsider the contemporary approach to health education, which treats health education as a requirement of minor importance. Teachers of health education are too often not trained in the subject and devote little time to it.

"One solution in middle grades is the integration of health education into the core instructional program as an element of the life sciences. . . .

"Early adolescence offers a superb opportunity to learn values, skills, and a sense of social responsibility important for citizenship in the United States. Every middle grade school should include youth service— supervised activity helping others in the community or in school—in its core instructional program. . . .

"Fully integrating youth service into the core program will require new roles for teachers and administrators to establish and coordinate youth-service opportunities. Teachers will need to provide opportunities for students to reflect on and learn from their service experience. . . .

"In concert with the youth service program, schools must reflect the values they teach. An ethic of mutual respect must pervade the school, in the way school staff treat students and in the way staff treat each other. . . .

"Young adolescents demonstrate an ability to grapple with complexity, think critically, and deal with information as parts of systems rather than as isolated, disconnected facts. Currently, middle grade curricula package ideas and information strictly by subject, making it difficult for students to see connections between ideas in different disciplines.

"The core middle grade curriculum can be organized around integrating themes that young people find relevant to their own lives. . . .

"The core program can capitalize on young adolescents' concerns and curiosity about their own physical and emotional development and their place within the family, peer group, and larger society. . . .

"In American education, the assessment of student performance inordinately influences curriculum and methods of instruction. From kindergarten to graduate school, educators teach to the test.

"The transformed middle grade school will require new assessment approaches, which are being developed today. In a transformed middle grade school, all forms of student assessment would reflect the purposes of instruction." (Turning Points, pages 42-48)

THE LINK WITH *KERA:*

As the mandates of **KERA** are implemented, Kentucky's middle grade schools will exhibit a stronger core curriculum.

KERA calls for implementation of performance-based assessments over the next five years.

Underlying Principles of *KERA*

The knowledge exists to teach all students successfully.

Curriculum content must reflect high expectations, and schools must use instructional strategies which have been demonstrated as successful.

Goals for Kentucky Schools

Goal 1: Develop student's ability to use basic communication and math skills for purposes and situations similar to what he/she will encounter in life.

Goal 2: Develop student's ability to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations and problems similar to what he/she will encounter in life.

Goal 5: Develop student's ability to think and solve problems in school situations and in a variety of situations similar to what he/she will encounter in life.

Goal 6: Develop student's ability to connect and integrate experiences and new knowledge from all subject matter fields with what he/she already has learned (life-long skills).

Capacities for Kentucky Students

Capacity 1: Communication skills necessary to function in a complex and changing civilization

Capacity 2: Knowledge to make economic, social and political choices

Capacity 3: Understanding of governmental processes as they affect the community, the state and the nation

Capacity 4: Sufficient self-knowledge and knowledge of his/her mental and physical wellness

Capacity 5: Sufficient grounding in the arts to enable each student to appreciate his/her cultural and historical heritage

Capacity 6: Sufficient preparation to choose and pursue his/her life's work intelligently

Capacity 7: Skills to enable him/her to compete favorably with students in other states

KENTUCKY'S STATUS:

There were no questions on the surveys that were directly related to the status of core programs and integrated learning in the middle grades. However, the low percentage of schools having interdisciplinary teams and the absence of appropriate answers to basic questions regarding interdisciplinary units showed little understanding of integrated learning. When over 60% of the surveyed teachers indicated interdisciplinary units were not applicable, it was obvious that integrated learning was not the norm in schools. Primarily, any emphasis toward integration is informal and carried out by individual teams or teachers.

Survey results indicated little direction in the curriculum for the teaching of critical thinking and problem solving. The results showed a variance in opinions between teachers and administrators on the degree of instructional use.

Results from the surveys indicated that teachers seem to rely on lecture and work from textbooks as their main instructional strategy. This reflected little use of active learning strategies.

Health education, as reported on the surveys, was offered as a separate course in less than half of the middle schools. Schools tended to integrate health education with physical education, home economics, or science.

Survey results indicated many schools were involved in community projects; however, no questions were asked about the quality and level of involvement. Student responses indicated a lower percentage of involvement in community projects than did responses of administrators and teachers. Also, over 22% of the students did not know if they were involved with community projects.

• 35.3% of the teachers indicated that critical thinking was not addressed or that no consistent direction for incorporation into the classrooms was given.

• 35.3% of the teachers and 22.5% of the administrators reported either no instructional program or no curriculum requirement for critical thinking instruction.

• 35.9% of the teachers and 23.9% of the administrators reported either no instructional program or no curriculum requirement for problem solving instruction.

• 47.0% of the teachers indicated they used hands-on/active learning less than 40% of the time in their classroom.

• 89.1% of the administrators reported that hands-on/active learning occurred in less than 50% of the classrooms.

• 60.6% of the students reported that lecture and work from textbooks comprised 75% or more of the instructional strategies used in their classrooms.

• 42.5% of the administrators indicated that health was offered as a separate course in their school.

• 85.7% of the administrators and 88.3% of the teachers indicated school involvement in community projects.

• 64.9% of the students indicated involvement in community projects.

• 34.0% of the students answered negatively or were unable to respond when queried on involvement in community projects.

SUGGESTED STRATEGIES:

Develop a core curriculum which is developmental, integrated, and reflective of the needs of young adolescents.

Set high expectations for all students and develop instructional practices that will assist students in meeting these expectations.

Precede the teaching of a core academic program with professional development for all teachers and administrators.

—Develop district professional development on varied instructional strategies.

—Include opportunities for peer observation and coaching.

—Provide workshops to emphasize the connections among assessment, instruction, and curriculum; and to explore appropriate uses; and to develop different forms of assessment.

—Provide opportunities to attend state and national conferences and institutes featuring sessions on varied instructional strategies, core curriculum development, and performance-based assessment.

Join and participate in subject area and middle grade associations.

Read professional journals to maintain a high level of expertise in subject areas and instructional strategies.

Visit other classrooms, schools, or programs to observe the use of varied instructional strategies.

Incorporate hands-on, active learning experiences for all students, e.g., manipulatives in math classrooms; explorations in science classrooms; simulations, debates, and mock trials in social studies classrooms.

Emphasize communication skills (reading, writing, speaking, and listening) in all subject areas.

Use performance-based assessments which correlate to the curriculum goals.

Develop lesson, unit, course, and program outcomes.

Develop a physical education curriculum which promotes life-long recreational skills.

Include teacher-based advisory programs and counseling groups to provide students with opportunities to discuss and explore issues of ethical development.

Implement instructional strategies which encourage students to develop alternative solutions to situations.

Provide instruction in the area of citizenship and offer students opportunities for civic responsibility, e.g., student council, service projects for the school and community.

Extend educational experiences outside the classroom to include youth service projects, e.g., working in senior citizen centers, nursing homes, soup kitchens, child care centers, parks, or environmental centers.

Connect field experiences to the curriculum, e.g., field trips to local companies or agencies, shadowing, long term projects.

Design homework that is meaningful, developmentally appropriate, and reinforces classroom instruction.

Notes/Comments: _____

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Recommendation 3:

Ensure success for all students

WHAT TURNING POINTS SAYS:

"Ensure success for all students through elimination of tracking by achievement level and promotion of cooperative learning, flexibility in arranging instructional time, and adequate resources (time, space, equipment, and materials) for teachers." (Executive Summary, page 3)

"Ensuring success for all students should be adopted by transformed middle grade schools as an attainable goal, not a slogan. Middle grade schools must increase their success rates dramatically. Schools must encourage students who fall short of success to try again and again, and schools must try again and again, using every means available, to see that all students succeed. . . .

"Middle grade schools must strive to offer each student opportunities to exhibit excellence and to gain the confidence and personal satisfaction of becoming expert or very good at something. For many young people, mastering the core academic program will provide these opportunities. For others, opportunities to exhibit excellence may lie outside the core program in exploratory courses or athletics, or outside the schoolhouse through youth service or other community-based activities." (Turning Points, page 49)

THE LINK WITH *KERA*:

KERA creates extended school services to provide additional instructional programs for students.

Underlying Principles of KERA

All children can learn, and most at higher levels than currently demonstrated.

The knowledge exists to teach all students successfully.

Goals for Kentucky Schools

Goal 3: Develop student's ability to become a self-sufficient individual.

Goal 4: Develop student's ability to become a responsible member of a family, work group, or community.

Goal 5: Develop student's ability to think and solve problems both in school situations and in a variety of situations similar to what he/she will encounter in life.

Capacities for Kentucky Students

Capacity 4: Sufficient self-knowledge and knowledge of his/her mental and physical wellness

Capacity 6: Sufficient preparation to choose and pursue his/her life's work intelligently

Capacity 7: Skills to enable him/her to compete favorably with students in other states

KENTUCKY'S STATUS:

A glaring finding showed a high percentage of schools grouping students by ability, despite research that reflects the

negative results of such groupings. Tracking or ability grouping in specific subject areas tends not only to affect that area, but also narrows the heterogeneity of other classes.

A conflict between what is perceived to be occurring and what is actually occurring was indicated by the survey results dealing with cooperative learning. A high percentage of teachers and administrators responded that cooperative learning is widely used in Kentucky classrooms. Yet, a high percentage of the same pool of teachers and administrators requested professional development, in this effective strategy for dealing with heterogeneous classrooms.

Surveys also indicated that teaching teams have little responsibility for their students' schedules. Greater involvement of teachers in this process would allow for more flexibility in arranging instructional time and maximizing use of resources to best meet the needs of individual students.

• Over 80% of the schools used ability grouping in different variations according to the teacher surveys.

All classes 28.1%
Ability grouping for language arts and math 22.9%
Combination of ability grouping practices 35.4%

• 57.2% of the teachers indicated that they used cooperative learning techniques in the classroom.

• 73.1% of the teachers desired cooperative learning training and 79.4% of the administrators desired cooperative learning training.

• 15.7% of the teachers responded that middle level education was not their preferred teaching level.

• 49.3% indicated no college preparation for teaching middle level students

and 37.4% indicated no professional development specifically relating to middle level education.

• Students responded that lecture and work from textbooks comprised 75% or more of the instructional strategies in 60.6% of their classrooms. 33.2% of the students reported preferring hands-on learning while 45.6% preferred a combination of instructional strategies.*

SUGGESTED STRATEGIES:

Precede implementation of heterogeneous grouped classes with professional development for all teachers and administrators.

—Provide professional development on characteristics and needs of young adolescents.

—Provide professional development for effective teaching strategies in heterogeneous grouped classes.

Reduce or eliminate tracking/ability grouping by using alternative grouping patterns, e.g., learning styles, interest areas, or random selection.

Allow teaching teams to schedule their students.

Utilize cooperative learning strategies.

Incorporate instructional strategies that are compatible with research on brain growth and provide for various learning styles and individual differences.

*Student results do not appear to be a representative sampling since 71.8% of the students completing the surveys reported they most often receive A's and B's on their report cards.

Create student-oriented classrooms where students have choices in learning activities.

Utilize technology.

Provide an exploratory program and allow students opportunities to choose courses, e.g., mini-courses, performing arts classes, visual arts, vocational, practical arts.

Provide students with service-oriented experiences outside the classroom and the school.

Provide intramural and club activities during school, as well as after school.

Include interdisciplinary thematic units.

Include a teacher-based advisory program and counseling groups.

Incorporate extended school services for those students who need more time or encouragement, as well as additional instruction.

Investigate multi-age organization.

Offer cross-age tutoring and peer tutoring programs.

Recognize as many students as possible, in as many ways as possible, to build self esteem.

Initiate outreach efforts with parents/guardians to build interaction and greater involvement in schools.

Notes/Comments:

Recommendation 4:

Empower teachers and administrators to make decisions about the experiences of middle school students

WHAT TURNING POINTS SAYS:

"Empower teachers and administrators to make decisions about the experiences of middle grade students through creative control by teachers over the instructional program linked to greater responsibilities for students' performance, governance committees that assist the principal in designing and coordinating school-wide programs, and autonomy and leadership within sub-schools or houses to create environments tailored to enhance the intellectual and emotional development of all youth." (Executive Summary, page 3)

"Teachers and administrators in middle grade schools today are, as in all levels of American elementary and secondary education, severely limited in their ability to make key decisions regarding their own professional practice. . . .

"Teachers must have greater authority to make decisions, and responsibility for the consequences of those decisions, regarding the day-to-day educational experiences of their students. Dramatically improved outcomes for young adolescents require individualized, responsive, and creative approaches to teaching that will occur only when teachers are able to use their intimate knowledge of students to design instructional programs. . . .

"More importantly, students who witness teachers making decisions and discussing important ideas can envision what it is like to participate in decision making. . . .

"The empowerment of school staff is a necessary and desirable step in creating a transformed middle grade school that produces responsible, ethical, and participating future citizens." (Turning Points, page 54)

THE LINK WITH *KERA*:

All schools will establish school-based decision making councils by July 1, 1996.

KENTUCKY'S STATUS:

Little data was gathered to reflect the status of the empowerment of middle grade teachers and administrators. The data collected showed that only a small percentage of teaching teams were involved in scheduling their own students, reflecting a lack of teacher empowerment.

• 21.0% of the teachers and 24.1% of the administrators indicated that the team was responsible for arranging students' schedules.

• 40 middle schools voted to establish school-based decision making councils during the 1991-92 school year.

SUGGESTED STRATEGIES:

Schedule time for teaching teams to plan together during the school day.

Give teachers greater responsibility in the functioning of the team. Allow teams to:
—schedule their core classes
—schedule their students into classes

—choose instructional methods and materials
—select interdisciplinary unit themes
—create an environment conducive to team teaching
—design performance-based assessments
—establish priorities for team budget
—input into the hiring of new team members.

Select team leaders and allow them to assume a leadership role. (Refer to page 32)

Establish formal communication networks among teams, classified school staff, and the administration to create a cooperative atmosphere.

Acquaint all staff with school-based decision making procedures to ensure participation.

Involve staff, students, parents, and community on committees.

Notes/Comments: _____

Team Leader Responsibilities

Acts as liaison between the team and school administration

Facilitates orientation of new teachers on the team, links them with appropriate subject area representatives, and assists with materials, facilities, records, reports, etc.

Assists substitute teachers

Coordinates equipment and supply acquisition, distribution, and inventories for the team

Coordinates team record-keeping as appropriate

Coordinates scheduling of his/her team's students

Coordinates team scheduling of instructional time

Serves as first resource for team members who encounter problems

Encourages and promotes intergration of curriculum areas where appropriate

Coordinates the scheduling of joint team projects, e.g., field trips, speakers, special events, etc.

Plans and conducts regularly scheduled team meetings

Coordinates and conducts team-parent and team-student conferences

Acts as liaison between team and other teachers and teams

Encourages cooperation and enthusiasm among team members

Encourages professional growth and initiative among team members

Promotes good home-school relationships

Attempts to develop and maintain high team morale

Coordinates and evaluates the work of the team and assists administration and team members in planning for improvement

Consults administration on problems within the team

Inputs teams concerns and ideas for school master schedule

Assists in developing an effective school public relations program

Informs administration of major team events, schedule changes, material requests, etc.

Participates, when possible, in the selection process of new team members

Adapted from ***Middle Schools in Fayette County****, Progress Report 6, August, 1989.*

Recommendation 5:

Staff middle grade schools with teachers who are selected and specially educated to teach young adolescents

WHAT TURNING POINTS SAYS:

"Many teachers of young adolescents today dislike their work. Assignment to a middle grade school is, all too frequently, the last choice of teachers who are prepared for elementary and secondary education. Teachers view duty in the middle grades as a way station. After suffering through a few years with young adolescents, teachers move on to assignments they prefer and for which they feel they were prepared in their own education.

"Other teachers of young adolescents lack confidence in their ability to teach these students. For some, this feeling comes from the structure of middle grade schools; like the students, they feel overwhelmed by the impersonality of the environment, and they feel ineffective with the large number of students they must teach. For others, it comes from a lack of training related to early adolescence, coupled with the pervasive stereotype regarding the near impossibility of teaching young adolescents.

"The situation must change drastically. The success of the transformed middle grade school will stand or fall on the willingness of teachers and other staff to invest their efforts in the young adolescent students. Teachers must understand and want to teach young adolescents and find the middle grade school a rewarding place to work." (Turning Points, page 58)

THE LINK WITH *KERA:*

KERA provides for alternative certification procedures to be established by the Professional Standards Board.

KERA provides additional funding to local districts for professional development and establishes seven regional centers to assist the districts. In addition, local districts will form consortiums enabling them to pool resources for needed professional development.

KENTUCKY'S STATUS:

Tri-level certification has existed since 1987. Analysis of survey responses indicated that the majority of the higher education programs stress the characteristics of young adolescents with less emphasis placed on teaming issues, advisory programs, and involvement of parents and community. Until 1990, local districts with Department of Education approval, could provide endorsement programs for their school personnel without middle grade certification.

A high percentage of the teachers surveyed indicated they preferred teaching at the middle level. Few hold middle level certification/endorsement or felt prepared by their higher education courses for middle grade teaching.

Participation in professional development activities specifically designed for middle level education has been high but a majority of teachers and administrators desire additional professional development. This indicates recognition of the importance of continuous professional development for schools in all stages of middle grade implementation.

• 24 Kentucky institutions of higher education offer middle grade certification or endorsement programs.

• 15.9% of the teachers surveyed indicated they hold middle level certification or endorsement.

• 73.1% preferred teaching in their current capacity but only 38.7% felt that their college courses prepared them for middle grade teaching.

• 36.9% of the administrators felt that their college program had prepared them to work at the middle level.

• 73.4% of the administrators and 62.4% of the teachers have had professional development specifically relating to middle level education. The majority desired additional opportunities. (Appendix C)

SUGGESTED STRATEGIES:

COLLEGE AND UNIVERSITIES SHOULD

Provide undergraduate and graduate teacher education programs with separate methods courses designed for grades 5-8 including specific teaching strategies effective with young adolescents.

Redesign undergraduate and graduate programs with emphasis on strategies for active learning classrooms and teaching critical thinking and problem solving skills.

Recruit more higher education professors with actual middle grade teaching experience for teacher education programs.

Use middle grade practitioners as resource people and visiting instructors.

Develop programs for administrators to address curriculum concerns, instructional assessment, and professional development needs of middle schools.

Develop a communication network among the institutions offering middle grade certification. (Appendix D)

Support a specific middle grade examination for the National Teachers Exam (NTE).

LOCAL SCHOOL DISTRICTS SHOULD

Seek teachers specifically trained and certified for the middle school level to fill vacancies and make this part of board policy.

Assess the professional development needs of current middle level teachers and administrators and provide for those specific needs.

Provide professional development on teaching young adolescents for middle grade personnel with no previous training.

Notes/Comments: _____

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Recommendation 6:

Establish the school as a health-promoting environment

WHAT TURNING POINTS SAYS:

"Improve academic performance through fostering the health and fitness of young adolescents, by providing a health coordinator in every middle grade school, access to health care and counseling services, and a health-promoting school environment." (Executive Summary, page 4)

"It has been taken for granted that education in this country should emphasize academics over broader concerns for the whole student. Physical and mental health dimensions of educating the young adolescent . . . are largely lost on us Americans . . . . In the view of 70 percent of all U.S. teachers, poor health and undernourishment are problems for their students.

"School systems are not responsible for meeting every need of their students. But where the need directly affects learning, the school must meet the challenge. So it is with health." (Turning Points, pages 60-61)

THE LINK WITH *KERA*:

KERA mandates that Family Resource and Youth Service Centers be established in or near schools in which 20% or more of the student body are eligible for free lunch.

Goals for Kentucky Schools

Goal 3: Develop student's ability to become a self-sufficient individual.

Goal 4: Develop student's ability to become a responsible member of a family, work group, or community.

Capacities for Kentucky Students

Capacity 4: Sufficient self-knowledge and knowledge of his/her mental and physical wellness

KENTUCKY'S STATUS:

Initially, the statistics gathered from the surveys seemed to indicate that Kentucky schools were aligned with this recommendation. Parents and students reported positive perceptions of the schools as a safe environment.

A closer look, however, revealed that the health needs of young adolescents are frequently not addressed. This is reflected by the absence of intramural programs and full-time school nurses or health coordinators. Also, the results from the Youth Risk Behavior Survey of ninth graders conducted by the Kentucky Department of Education indicated that the health needs of young adolescents have not been appropriately addressed.

- 74.8% of the administrators indicated that their school had a breakfast program; however, less than 20% of the students showed high participation.

- 89.6% of the administrators indicated a high percentage of student participation in the school lunch program.

- 48.8% of the schools offered both intramural and interscholastic sports programs while 45.1% offered interscholastic only.

• 22.2% of the schools had a full-time school nurse or health coordinator.

• 56.7% of the parents indicated that the school provides health services.

• 72.2% of the teachers and 84.1% of the administrators indicated that family-life and parenting skills were being taught in their school.

• 93.7% of the parents saw the school as safe. 74.7% of the responding students perceived the school as safe while 21.6% of the students felt the school was safe most of the time. (Appendix E)

• 62.7% of the students indicated that their school had a drug/alcohol education program.

• Statistics from the Youth Risk Behavior Survey (Kentucky Department of Education, Spring, 1990) completed by ninth graders gave the following information:

72% have tried or experimented with cigarette smoking.
77% have consumed alcohol sometime during their life.
41% have had sexual intercourse.

SUGGESTED STRATEGIES:

Use the expertise of a health professional to coordinate school and local health and counseling services.

Provide student referrals for medical evaluations through appropriate community resources.

Establish policies for students and staff which reflect a safe, healthy school environment - free of smoke, violence, and drugs.

Include health curriculum responsive to the needs of young adolescents in maintaining physical and mental wellness, e.g., managing stress, nutrition, drug/alcohol education, and self-esteem.

Include family-life and parenting skills as part of the school program.

Establish a student advisory council for the school lunch program.

Serve student planned menus.

Incorporate the school lunch program with the school's curriculum, e.g., menus reflecting cultural diversity and related to interdisciplinary units.

Provide meals and snacks which model proper, nutritious eating habits.

Schedule daily physical activities for all students during the school day which offer a variety of recreational opportunities.

Utilize peer mediation and conflict resolution programs to assist in settling student disagreements.

Enlist community resources to assist in sponsoring activities which promote wellness, e.g., health fairs, field days, bike-a-thons.

Promote development of a Family Resource and Youth Service Center.

Establish collaborative arrangements with community mental health centers, health departments, social service agencies, and other existing agencies to provide consultation, education, and referral services as needed in schools without a Family Resource and Youth Service Center.

Notes/Comments _____

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Recommendation 7:

Reengage families in the education of young adolescents

WHAT TURNING POINTS SAYS:

"Reengage families in the education of young adolescents by giving families meaningful roles in school governance, communicating with families about the school program and student's progress, and offering families opportunities to support the learning process at home and at the school." (Executive Summary, page 4)

"Despite the clearly documented benefits of parental involvement for students' achievement and attitudes toward school, parental involvement of all types declines progressively during the elementary school years. By middle grade school, the home-school connection has been significantly reduced, and in some cases is nonexistent. . . .

"Reversing the downward slide in parent involvement and closing the gulf between parents and school staff with mutual trust and respect are crucial for the successful education of adolescents. . . ." (Turning Points, pages 66-67)

THE LINK WITH *KERA*:

KERA mandates school-based decision making councils **with parent representation** to be implemented in all schools by July 1, 1996.

The design for Family Resource and Youth Service Centers requires schools to serve as the center for the community with advisory councils, one-third of whose membership is comprised of parents.

KENTUCKY'S STATUS:

Parent responses showed a favorable impression of schools.* However, parents desired more training programs for dealing with their young adolescents.

Both administrators and teachers expressed a need for more parent involvement and ranked a need for professional development high in this area. Schools recognize the need for parent involvement and support.

- 66.3% of teachers contacted parents only as needed.

- 81.6% of the parents have met with their child's teachers individually and 27.0% have met with their child's team of teachers together.

- 55.6% of the parents indicated that they contact the principal or counselor with concerns while 39.6% contact the teacher.

- 47.0% of the parents were aware of orientation/transition programs provided by the school.

- 41.3% of the schools did not provide orientation/transition programs.

- 51.4% of the schools reported formal communications with parents/community, e.g., newsletters, calendars.

SUGGESTED STRATEGIES:

Create an environment which invites **meaningful** parent participation and involvement in the total school program.

*Results from the parent surveys may not be a representative sampling as 69.9% of the parents reported they volunteer in the school.

Offer flexible times for programs to meet the needs of working parents.

Eliminate educational jargon from communications to decrease intimidation of parents and community personnel.

Initiate positive communications, e.g., newsletters, postcards, phone calls, proficiency reports.

Seek and use parent input.

Offer workshops for parents on young adolescents' needs and behaviors.

Promote parent attendance at meetings by showcasing student work and performances.

Provide transition programs for parents of students entering and exiting middle level programs (refer to page 46).

Invite parents to visit the school and to work with the team on specific programs.

Give attention to providing communication with both parents in separated families.

Visit students' homes as part of a regular communication program.

Encourage parent volunteer programs.

Provide professional development for school personnel on involving parents in the school community and on conducting parent/teacher conferences.

Establish a regular schedule for parent conferences.

Establish a homework hotline for parents and students.

Provide student recognition programs which incorporate parent involvement in preparation, attendance, and support.

Use parents as resources in the schools, e.g., speakers, aides, computer technicians.

Recognize the contributions of parents, e.g., teas, banners, cards, commendations.

Establish principal/community coffees which would be held in homes, community centers, or other locations outside of the school.

Plan activities to involve the extended family, e.g., Grandparents Day.

Notes/Comments: _____

Notes/Comments _____

TRANSITION INTO AND FROM MIDDLE GRADES

Transition into a middle school:

Spring

Open house
Video of special school programs or typical day
Informational packets on characteristics of young adolescents sent to incoming parents
National Middle Level Week activities
Pot luck supper
Building tours for students and parents
School newspaper for parents of incoming students

Fall

Pre-school program for parents and students
Invitations to parents to spend the day with students
Invitations to parents to eat lunch with their child
Open house with mini-schedule
Letters from last year's students displayed

Transition from a middle school:

Tour of the high school
Lunch at the high school
Parent night at the high school
Program on scheduling and high school programs for parents
Program on high school activities presented by high school students
Letters written by exiting middle school students questioning high school students; display of written responses from high school students
Middle school students attendance at a high school program

Recommendation 8:

Connect schools with communities

WHAT TURNING POINTS SAYS:

"Connect schools with communities, which together share responsibility for each middle grade student's success, through identifying service opportunities in the community, establishing partnerships and collaborations to ensure students' access to health and social services, and using community resources to enrich the instructional program and opportunities for constructive after-school activities." (Executive Summary, page 4)

"A community that sets out to educate all of its young adolescents to become competent, responsible, and productive adults must marshal its resources behind its schools. In communities with ample or restricted school budgets, resources from the nonprofit and private sectors, health care professions, and other institutions can add intangible and invaluable dimensions to the educational process. No price tag can be placed on the experience that a young adolescent gains, for example, from serving as a volunteer in a home for the elderly.

"All communities contain their own human and economic wealth. Finding these resources and linking them in sustained partnerships with schools will be a formidable task. . . .

". . . the expense and difficulty of creating partnerships is almost certain to be outweighed by the ensuing benefits." (Turning Points, page 70)

THE LINK WITH *KERA*:

KERA establishes the funding for extended school services to provide academic support and to involve community services.

Goals for Kentucky Schools

Goal 4: Develop student's ability to become a responsible member of a family, work group, or community.

Goal 5: Develop student's ability to think and solve problems both in school situations and in a variety of situations similar to what he/she will encounter in life.

Goal 6: Develop student's ability to connect and integrate experiences and new knowledge from all subject matter fields with what he/she already has learned (life-long learning skills).

Capacities for Kentucky Students

Capacity 2: Knowledge to make economic, social and political choices

Capacity 3: Understanding of governmental processes as they affect the community, the state and the nation

Capacity 6: Sufficient preparation to choose and pursue his/her life's work intelligently

KENTUCKY'S STATUS:

Many schools used the community as a laboratory extension of the classroom. Also, a high percentage of businesses supported the local education system in ways other than tax

revenue. The need exists for stronger, solidified links of dependency between the school and community.

• 88.3% of the administrators indicated their school was involved in community projects.

• 35.1% of the students answered negatively or were unable to respond on involvement in community projects.

• 56.2% of the human resource respondents rated communication with the school as "good." The majority of this dialogue is occurring at the building level with the personnel most directly involved.

• 95% of the business responders felt that business has a responsibility to be involved in the educational system.

• 87% of the Kentucky businesses were involved in supporting the local education system beyond tax revenue.

• 37.9% of the schools had school-business partnerships.

• 74% of the teachers and 77.0% of the administrators were interested in additional professional development in the area of community involvement.

SUGGESTED STRATEGIES:

Extend educational experiences outside the classroom to include youth service projects, e.g., working in senior citizen centers, nursing homes, soup kitchens, child care centers, parks, or environmental centers.

Establish a student incentive program with local businesses and civic organizations.

Include career education in the curriculum.

Implement career education activities into the school program, e.g., career day, career fairs, on-site shadowing experiences, simulations, guest speakers from local businesses, and mini-courses.

Plan field trips, lock-ins, and other educational experiences utilizing local resources.

Build a working relationship with local health department and/or family counseling agency.

Establish a district council to coordinate and allocate resources in all areas affecting services to youth.

Promote development of a Family Resource and Youth Service Center.

Develop school/business partnerships.

Notes/Comments: _____

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APPENDICES

APPENDIX A
Survey Data

School Surveys

• 421 packets were sent to schools including grades 7 and 8 in their organizational patterns. Packets included the following surveys:

1 administrator survey
5 teacher surveys
5 parent surveys
5 student surveys

• 228 schools (54.2%) returned forms with 44.5% returning all 16 surveys.

• Total forms returned:

214 administrators 50.8%
909 teachers 43.2%
878 parents 41.7%
1,047 students 49.7%

Cabinet for Human Resources

• 254 surveys were returned by local health departments, comprehensive care centers, and social services centers.

Higher Education Institutions

• 16 of the 24 surveys sent to institutions offering middle grade certification and/or endorsement were returned (66.7%).

Business Survey

- 190 surveys were returned from the business community.

Office of the Courts

- 86 surveys were distributed to court designated workers and 154 surveys were distributed to district judges.

- 54 were returned (62.8%) by court designated workers and 57 were returned (37.0%) by district judges.

APPENDIX B

Middle Level Practices by School Organization

ORGANIZATIONAL PATTERNS	5-8 6-8 7-8	K-7 K-8 K-12	6-9 7-9 7-12
Interdisciplinary Teaching Teams	51.8%	20.7%	33.3%
Share Planning Time			
Yes, at the beginning of the day	2.8%	2.4%	-
Yes, during the day	49.5%	9.8%	13.3%
Yes, at the end of the day	4.6%	2.4%	6.7%
Have planning time, but no shared time	41.3%	69.5%	80.0%
No planning time scheduled	1.8%	15.9%	-
Schedule team's students	25.7%	19.8%	20.0%
Have an advisory program	36.3%	28.8%	13.3%

APPENDIX C

Professional Development Data

Responses from teacher and administrator surveys to the following question:
"Do you desire staff development in the following areas?"

	TEACHERS		ADMINISTRATORS	
	YES	NO	YES	NO
Early adolescent development and needs	46.3%	44.3%	59.8%	32.2%
Interdisciplinary teaching teams	64.5%	23.8%	76.2%	20.1%
Cooperative learning strategies	73.1%	17.5%	79.4%	16.4%
Advisory groups	62.0%	23.4%	75.2%	19.2%
School business partnerships	45.4%	30.9%	61.5%	29.6%
Increasing parent involvement	74.0%	17.8%	79.4%	13.6%
Increasing community involvement	74.0%	16.5%	77.0%	16.0%

APPENDIX D

Higher Education Institutions Offering Middle Grade Certification

Alice Lloyd College	Pippa Passes
Asbury College	Wilmore
Bellarmine College	Louisville
Berea College	Berea
Brescia College	Owensboro
Campbellsville College	Campbellsville
Cumberland College	Williamsburg
Eastern Kentucky University	Richmond
Georgetown College	Georgetown
Kentucky Christian College	Grayson
Kentucky Wesleyan College	Owensboro
Lindsey Wilson College	Columbia
Morehead State University	Morehead
Murray State University	Murray
Northern Kentucky University	Highland Heights
Pikeville College	Pikeville
Southeast Community College	Cumberland
Spalding University	Louisville
Thomas More College	Crestview Hills
Transylvania University	Lexington
Union College	Barbourville
University of Kentucky	Lexington
University of Louisville	Louisville
Western Kentucky University	Bowling Green

APPENDIX E

Safe School Environment Data

Responses from administrator, teacher, and student surveys for the question:

"To what degree do the following problems exist in your school?"

		MINOR	AVERAGE	MAJOR
DISCIPLINE	Administrator	34.1%	58.4%	6.1%
	Teacher	27.4%	55.5%	16.4%
	Student	20.1%	64.7%	13.6%
VIOLENCE	Administrator	90.1%	9.4%	0.5%
	Teacher	86.2%	12.2%	1.5%
	Student	27.3%	51.4%	20.6%
VANDALISM	Administrator	84.1%	15.0%	0.5%
	Teacher	73.4%	23.7%	2.6%
	Student	71.0%	21.4%	6.7%
DRUG ABUSE	Administrator	90.6%	8.9%	0.5%
	Teacher	77.3%	21.2%	1.5%
	Student	78.1%	15.9%	5.5%
ALCOHOL ABUSE	Administrator	86.9%	12.1%	0.9%
	Teacher	75.7%	22.1%	2.0%
	Student	73.5%	18.9%	7.2%
TEEN PREGNANCY	Administrator	90.1%	9.4%	0.5%
	Teacher	83.5%	14.2%	2.2%
	Student	87.7%	8.9%	3.0%
SUICIDE	Administrator	97.6%	1.9%	0.5%
	Teacher	94.8%	4.4%	0.7%
	Student	93.8%	3.8%	2.1%

GLOSSARY

GLOSSARY

Ability grouping: the practice of dividing students into groups based on a measure of the students' perceived abilities or prior achievements

Advisory program: a teacher-based guidance effort that provides every student with one adult advisor who serves as a friend, advocate, and a small group leader; the program meets frequently and on a regular schedule, providing opportunities for students to interact with peers and staff about school and personal concerns

Authentic assessment: an assessment which allows a student to demonstrate what he or she knows and reflects situations which a student will encounter in adult life

Block schedule: scheduling that provides large blocks of time so that teams of teachers can organize and arrange flexible groupings of students for varied periods of time; allows teachers to plan for specific instructional needs without disrupting the schedule of the entire school

Common planning time: regularly scheduled time during the school day in which a given team of teachers who are responsible for the same group of students meet for joint planning, parent conferences, or lesson preparation

Cooperative learning: an organized, structured way of teaming two or more students together to accomplish a task; all students participate in the group assignment

Core curriculum: the academic subject areas of language arts, math, science, and social studies

Cross-age tutoring: a teaching/learning technique where older students provide academic assistance to younger students

Early adolescence: the stage of development between ages 10-15 when students begin puberty

Elective course: an optional, not required class students may select

Exploratory class: short term curriculum experiences designed to help young people investigate their changing needs, aptitudes, and interests

Flexible Schedule: see *block schedule*

Heterogeneous grouping: a grouping strategy that does not divide students on the basis of ability or academic achievement

Homogeneous grouping: a grouping strategy that does divide students on the basis of ability or academic achievement

House: a small cluster of teachers and students within the larger school; also called a school-within-a-school

Interdisciplinary team: an instructional organization of two to five teachers representing different subject areas who jointly take the responsibility for meeting the educational and affective needs of a common group of students; common planning time, flexible scheduling, and cooperation and communication among teachers are essential to this organization

Intramural athletic program: athletic activities that take place during and/or after the school day with the primary purpose being to encourage all students to participate; emphasis is on cooperation rather than competition

Middle grade education: a response to the full range of intellectual, physical, social, and emotional needs of young adolescents; bridges the gap between childhood and adolescence and focuses on the holistic development of young people

Peer tutoring: a teaching/learning technique where students provide academic assistance to their peers

School-within-a-school: see *house*

Teacher-based advisory program: see *advisory program*

Team leader: a teacher within the interdisciplinary team organization who assumes a leadership role for the team

Teaching teams: two or more teachers with the shared responsibility for planning, conducting, and evaluating learning experiences for a common group of students

Tracking: permanent grouping of students for learning based on similar achievement levels

Young adolescent: an adolescent from 10-15 years old